

Fall 8-15-1997

# ENG 1001-041: Composition and Language

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## Recommended Citation

Tarter, Michele, "ENG 1001-041: Composition and Language" (1997). *Fall 1997*. 31.  
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English 1001C: Composition and Language  
Professor Michele Tarter  
Office: CH 316B Phone: 581-6974  
Office Hours: T/Th 9:30-11:00 AM and by appointment

Fall 1997

**Required Texts and Materials:**

Stuart Hirschberg, One World, Many Cultures, 2nd edition  
Rise B. Axelrod and Charles R. Cooper, The St. Martin's  
Guide to Writing, 4th edition  
Harbrace College Handbook, 12th edition  
Merriam Webster Collegiate Dictionary  
Journal  
Portfolio folder

**Goal and Rationale:**

This course in college writing is designed to help you with your writing skills and to prepare you for the kinds of writing you will be required to do here at Eastern Illinois University. The focus of this course will be on the literary genre of autobiography, and we will explore various types of autobiographical writing in essays, short stories, poetry, diaries, and spiritual autobiographies. Ultimately, we will take part in this literary expression through journal-keeping, creative and critical writing, workshopping, and finally (optionally) in writing your own short autobiography.

**Course Objectives:**

The English Department faculty state that ENG 1001 should teach students to:

1. Write expository and persuasive papers in which paragraphs, sentences, and words develop a central idea. These papers should reflect a command of the writing process: generating and prewriting strategies for formulating a thesis, methods for planning and drafting a paper, strategies of revising for clarity and adequate development, and means for polishing and editing.
2. Write purposeful, adequately developed paragraphs and sentences that are direct, economical, free of ambiguity, and structurally appropriate for the ideas expressed.
3. Write standard written English that exemplifies principles of preciseness and of suitability to the purpose of the paper.
4. Develop skills in critical reading for understanding and evaluating source materials, and for becoming more discerning readers and editors of their own writing.

### **Course Responsibilities:**

Attendance: Very, very important, due to the emphasis on the process of writing and rewriting, workshoping and editing. If you have more than three unexcused absences, it will seriously affect your final grade: your grade will be lowered a half-grade for each additional class missed. That is, should you have a final grade of a B for the course and you miss a fourth class, your grade would drop to a B-. Please feel free to discuss this policy with me at any time during the semester, should you have questions about your attendance record. I will be taking roll every day. PLEASE DO NOT BE LATE TO CLASS.

Reading: On the days scheduled, you are to read the assigned texts and be ready to discuss them in class. Responding to the reading assignments in your journals is one way of preparing for the classroom discussions. Class participation is very important and will be taken into account in your grade.

Journal: You are required to keep a journal and to write in it at least thirty minutes two times a week, for a total of 40 to 60 pages over the semester. This journal is to help you brainstorm for essay topics, and its thematic focus is on the course's subject of autobiographical writing. I would suggest that you respond to your reading assignments in your journals, which will most likely lead to some wonderful essay ideas. I will suggest topics that you might explore in your weekly journal writing assignments, but you are always free to write about whatever you like. If there are confidential journal entries which you do not want me to read, please write "personal" at the top of these pages. PLEASE BRING YOUR JOURNAL TO EVERY CLASS. We will have many days in which we write in them. Also bring your journals to conferences, so that we may discuss the evolution of them. These will be due at the end of the semester.

Word for the Day: Just an enhancement for the class. On the day(s) you sign up, simply bring a word to class (and its definition!) and share it with you classmates. Everyone will keep a list of these words in their journals, and hopefully use them in their writing assignments.

Worksheets: During the semester, I will give you several ungraded writing assignments which are to be completed in class. These will also help you to formulate ideas and topics for your essays. It is important that you complete these, and there will be occasions in which you will be asked to take them home and complete them there. All of these must be included in your final Portfolio.

Essays. You will be required to write three essays (2-3 double-spaced typed pages) and a research paper (6-8 double-spaced typed pages) in this course. Each essay is expected to process through a first and second draft, to be read by others and critiqued, to be edited repeatedly, and finally to be turned in on the dates outlined on the syllabus.

All drafts are considered important assignments. Your first draft will be workshopped by your classmates, who will provide editorial suggestions. You may also go to the university's Writing Center (CH 301), where there are friendly and knowledgeable tutors who will work with you. I will read the second draft and return it to you with further revision suggestions. The final draft is the reworking or extension of the second draft, and it should be concise and polished. When you turn in the final draft, you should attach all preliminary notes and drafts in chronological order. You should type your name and the date in the upper right corner of the first page, give your essay a creative title which is to be centered on the first page (no quotation marks or underlining), put your last name and page number on the headers, and proofread one last time.

Workshops: On the days designated on the syllabus, you will be asked to workshop second-draft essays prepared by you and your classmates. We will carefully review workshopping techniques in the beginning of the semester. You are expected to be a committed group member: ready with your own draft and ready to comment on others' writing at every group meeting. To do this, you have to be there, so attendance is absolutely required on group days. Being unprepared for groups will affect your final grade. Being absent on group days will affect it dramatically.

Autobiography: After spending the semester reading and discussing autobiographical writings, you will be invited to write your own short autobiography. This is an optional assignment.

Grading: At the end of the semester, you are to turn in your **PORTFOLIO** which will include all writing assignments completed throughout the course: journals, worksheets, drafts and essays, and workshop response sheets. I have scheduled private conferences during the semester, during which we will discuss your portfolio as well as your class experience. At the end of the semester, you may pick up your portfolio in my office.

Your grade will be based on the following point system:

Journal, Worksheets, and Class Participation:	10 points
Three Essays (20 points each):	60 points
Research Paper:	30 points

Total:	<hr/> 100 points
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You will receive 10 points for both your journal and for the other writing assignments if you put a reasonable amount of effort into them and if you complete all assignments. Spelling and grammar will not be counted against you in these, although they will be taken into account in the final essay grades.

**Note on Lateness:** Unless you have made prior arrangements with me, any late work will receive a failing grade. You must, however, turn in all essays to be considered for a passing grade.

Your final grade for the course will be based on the following points (a 100 point scale):

94-100	points	A
90-93	points	A-
86-89	points	B+
83-85	points	B
79-82	points	B-
76-78	points	C+
73-75	points	C
69-72	points	C-
65-68	points	D
under 65		F

**Plagiarism:**

The English Department's statement on plagiarism:

Any teacher who discovers an act of plagiarism -- "The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one's original work" (Random House Dictionary of the English Language) -- has the right and the responsibility to impose the guilty student an appropriate penalty, up to and including immediate assignments of a grade of F for the assigned essay and a grade of NC for the course, and to report the incident to the Judicial Affairs Office.

**Information for Students with Disabilities:**

If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible.

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Fall 1997

Syllabus

(Please note: These dates/assignments are **subject to change**. I often announce changes at the end of class, due to the process and progress of our discussions. Therefore, should you miss a class, you should have a peer's phone number, to check in and see where we left off in discussion and where we are headed in the next class. Phone number exchange: \_\_\_\_\_)

Codes: SM=The St. Martin's Guide to Writing;  
OWMC=One World, Many Cultures

T Aug. 26	Introduction to class
Th 28	Diagnostic In-Class Writing
T Sept. 2	The Writing Process: SM, pp. 1-27 Readings and Discussion: Cross-Cultural Perspectives on Identity in Essay Form Annie Dillard, "Handed My Own Life" Audre Lorde, "The Election" (SM, pp.21-27; 31-36) Mary Crow Dog, "A Woman from He-Dog" (OWMC, pp. 3-8)
Th 4	Readings and Discussion: Autobiographical Narratives in Fiction Maya Angelou, "Uncle Willie" Gerald Haslam, "Grandma" (SM, 69-81; 89-102)
T 9	Video on Workshopping; SM, pp. 43-50
Th 11	No Class.
T 16	Workshopping: First Draft of PAPER #1
Th 18	Second Draft of PAPER #1 due Revising and Editing exercises (SM, 51-67)
T 23	In-Class Writing Exercise: Grammar and Mechanics
Th 25	Conferences
T 30	Conferences
Th Oct. 2	Final Draft of PAPER #1 due Readings and Discussion: Identifying the Self Marilyn French, "Gender Roles" Rosalind Coward, "The Body Beautiful" (OWMC, pp. 143-151; 205-211)

T	7	Workshopping: First Draft of PAPER #2 due
Th	9	Second Draft of PAPER #2 due <b>Readings and Discussion: Men's Cross-Cultural Tales</b> Tepilit Ole Saitoti, "The Initiation of a Maasai Warrior" Paul Monette, "Becoming a Man" Serena Nanda, "Emasculation Ritual Among the Hijras" (OWMC, pp. 109-118; 186-192; 585-599)
T	14	<b>Readings and Discussion: Women's Initiations into Life and Puberty</b> Rigoberta Menchu, "Birth Ceremonies" Nawal El Saadawi, "Circumcision of Girls" (OWMC, pp. 28-37; 120-131)
Th	16	Final Draft of PAPER #2 due In-Class Writing Exercise: Grammar and Mechanics
T	21	<b>Readings and Discussion:</b> C.P. Ellis, "Why I Quit the Klan" Alonso Salazar, "The Lords of Creation" (OWMC, pp. 318-321; 301-316)
Th	23	<b>Readings and Discussion:</b> Le Le Hayslip, "Yearning to Breathe Free" Toi Derricotte, "The Black Notebooks" (OWMC, pp. 475-484; 347-351)
T	28	Workshop: First Draft of PAPER #3 due
Th	30	Second Draft of PAPER #3 due In-Class Writing Assignment
T Nov.	4	<b>Readings and Discussion:</b> Autobiographical Poetry (to be handed out) Review of Autobiographical Writing: <b>"Telling Your Own Story"</b>
Th	6	Final Draft of PAPER #3 due No Class
T Nov.	11	Introduction to the Research Paper (SM, 570-592) Discussion of Field Research (SM, 556-568) Small Group Work on Topics
Th	13	Library Work - Independent Research Work
T	18	Research Proposals due Exercises in Documentation and Citation (SM, 594-621. Also <u>Harcourt Brace Handbook</u> ) Discussion of Field Research (SM, 556-568)

Th	20	Annotated Bibliographies due
Nov.	24-28	Thanksgiving Break
T Dec.	2	Peer Reviews of Research Paper
Th	4	Peer Reviews of Research Paper
T	9	Research Papers due Review of Portfolio Preparation
Th	11	Portfolios due, including final Research Paper and Journal Autobiographies (optional) due